Virginia Department of Education ● www.doe.virginia.gov

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Newport News City Public Schools

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The Commonwealth of Virginia is committed to providing a quality education for all students. The Virginia School Report Card provides transparent information about the performance of Virginia's schools. School accreditation and federal accountability ratings for a specific school year are based on student achievement on tests taken during the previous academic year.

2013 - 2014 Summary of Accountability Results		
State Accreditation Status	Federal Accountability	
Data Not Yet Available	Title I Priority: Data Not Yet Available	Title I Focus: Data Not Yet Available

State Accreditation Results for All Students

This table summarizes the data used in calculating the state accreditation status of the school and is reported for the "all students" group.

State Accreditation Results for All Students								
Subject	Accreditation Benchmark	2011 - 2012		2012 - 2013		2013 - 2014		
		1 Year	3 Year	1 Year	3 Year	1 Year	3 Year	Met Accreditation Benchmark
*	*	*	*	*	*	*	*	*

Key:	YES = Met objective based on current year results	3YR = Met objective based on the 3 year average result
	AB = Met objective based on Alternative Benchmark	NO = Did not meet objective
	- = No data for group	< = A group below state definition for personally identifiable results
	* = Data not yet available	N/A = Not applicable

Proficiency Gap Dashboard for Federal Accountability

Under Virginia's approved Elementary and Secondary Education Act waiver application, schools must meet increasing targets — referred to as Annual Measurable Objectives (AMOs) — in reading and mathematics for all students, three "Proficiency Gap Groups," and other subgroups in order to meet federal accountability requirements. Schools have three ways to meet the AMOs: test results from the most recently completed school year, test results based on a three-year average, or by reducing the failure rate by 10 percent. Schools that exceeded a passing rate target in the previous year must maintain or improve the previous year's passing rate within 5 percent. Asian students must show continuous improvement from one year to the next as part of the Board of Education's higher expectations. High schools must also meet the federal graduation indicator for all groups. "Proficiency Gaps" report the differences in performance of traditionally underperforming student subgroups as compared with established AMOs. The AMOs vary by Proficiency Gap Group based on performance of students in each group on SOL tests administered in 2012-2013; however, AMOs in reading and mathematics will increase annually until 2017-2018 when the reading objective will be 78 for all groups and the mathematics objective will be 73 percent for all groups.

Proficiency Gap Dashboard for Federal Accountability						
	Reading			Mathematics		
	AMO Target	AMO Result	Met AMO Target	AMO Target	AMO Result	Met AMO Target
All Students	-	-	-	-	-	-
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	-	-	-	-	-	-
Gap Group 2 - Black Students	-	-	-	-	-	-
Gap Group 3 - Hispanic Students	-	-	-	-	-	-

Key:	YES = Met objective based on the current year result	3YR = Met objective based on the 3 year average result
	TS = Too small; objective not evaluated due to too few students	R10 = Met objective by reducing failure rate by at least 10 percent
	NO = Did not meet objective	< = A group below state definition for personally identifiable results
	- = No data for group	* = Data not yet available
	N/A = Not applicable	

Detailed student performance data for all subgroups, including state and federal graduation data, are available on subsequent pages.

Federal Annual Measurable Objectives

Under federal requirements, Virginia is required to establish annual measurable objectives (AMOs) for proficiency in reading and mathematics test participation and performance for all subgroups. In addition, schools with a graduating class must meet federal graduation requirements for all subgroups of students. The table below displays whether or not the subgroups represented at the school met federal AMOs. More detailed federal AMO data are available in this report card. **Schools with one or more subgroups not meeting a minimum passing rate target— and not identified as a Title I Priority or Title I Focus school — are required to implement an improvement plan. Title I Priority and Focus schools have additional requirements.**

Federal Annual Measurable Objectives		
Participation	2013-2014	
	Reading	Mathematics
All Students	-	-
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	-	-
Gap Group 2 - Black Students	-	-
Gap Group 3 - Hispanic Students	-	-
Asian	-	-
Economically Disadvantaged	-	-
Limited English Proficient	-	-
Students with Disabilities	-	-
White	-	-
Performance	2013-2014	
	Reading	Mathematics
All Students	-	-
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	-	-
Gap Group 2 - Black Students	-	-
Gap Group 3 - Hispanic Students	-	-
Asian	-	-
Economically Disadvantaged	-	-
Limited English Proficient	-	-
Students with Disabilities	-	-
White	-	-
Federal Graduation Indicator (FGI)	2013-2014	
All Students	-	
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	-	
Gap Group 2 - Black Students	-	
Gap Group 3 - Hispanic Students	-	
Asian	-	
Economically Disadvantaged	-	
Limited English Proficient	-	
Students with Disabilities	-	
White	-	

Key: YES = Met objective

YES-3YR = Met objective based on the 3 year average result

YES-5YR = Met objective with 5-year FGI

YES-6YR = Met objective with 6-year FGI

YES-R10 = Met objective by reducing failure rate by at least 10 percent

NO = Did not meet objective

TS = Too small, objective not evaluated due to too few students

MHE = Missed the "meet higher expectations requirement," did not maintain previous year's passing rate within 5 percent, or did not make continuous improvement (Asian subgroup only)

* = Data not yet available

- = No data for group

N/A = Not applicable

School - Fall Membership

School membership (enrollment) is reported on September 30 of each school year.

School - Fall Membership			
Grade	2010-2011	2011-2012	2012-2013
PK - Pre-kindergarten	491	469	510
Total Students	491	469	510
Key: < = A group below state definition for personally identifiable results			
- = No data for group			
* = Data not yet available			

Advanced Program Information

The percentage of students enrolled in advanced programs is a key indicator of school quality at the secondary level.

School - Advanced Program Information			
	Count / Percentage		
Program type	2010-2011	2011-2012	2012-2013
	-	-	-
Key: < = A group below state definition for personally identifiable results			
- = No data for group			
* = Data not yet available			

Percentage of Students Passing and Tested in English Reading and Mathematics

Only student subgroups represented are listed.

Student Subgroup	Type	2010-2011			2011-2012			2012-2013		
		Passed	Tested	Not Tested	Passed	Tested	Not Tested	Passed	Tested	Not Tested
Key: < = A group below state definition for personally identifiable results										
- = No data for group										
* = Data not yet available										

Percentage of Students Passing and Tested in Other Subjects

Only student subgroups represented are listed.

Student Subgroup	Type	2010-2011			2011-2012			2012-2013		
		Passed	Tested	Not Tested	Passed	Tested	Not Tested	Passed	Tested	Not Tested
Key: < = A group below state definition for personally identifiable results										
- = No data for group										
* = Data not yet available										
Key: < = A group below state definition for personally identifiable results										
- = No data for group										
* = Data not yet available										

Assessment Results at each Proficiency Level by Subgroup

The Virginia Assessment Program includes Standards of Learning (SOL) tests and other statewide assessments in English, history/social science, mathematics, and science. The tables below provide information for the three most recent years on the achievement of students on these tests, including percentages of students who demonstrate proficiency and advanced proficiency. Annual accountability ratings are based on achievement during the previous academic year or combined achievement from the three most recent years. **Only student subgroups represented are listed.**

Assessment Results at each Proficiency Level by Subgroup													
Student Subgroup	Type	2010-2011				2011-2012				2012-2013			
		Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail
Key: < = A group below state definition for personally identifiable results													
- = No data for group													
* = Data not yet available													

Career and Technical Education

Secondary schools report the number of credentials earned by students for passing occupational competency assessments recognized by the National Occupational Competency Testing Institute (NOCTI), state licensure examinations, industry certification examinations, and workplace readiness skills assessments.   Prior to 2010-2011, workplace readiness skills assessments were included in the Industry Certification category, but now are reported separately.

Career and Technical Education				
			Count	
	Type	2010-2011	2011-2012	2012-2013
NOCTI Assessments	School	*	*	*
	Division	72	79	98
	State	4664	4250	4577
State Licensures	School	*	*	*
	Division	14	8	2
	State	880	707	673
Industry Certification	School	*	*	*
	Division	494	549	738
	State	28586	32582	39658
Workplace Readiness	School	*	*	*
	Division	161	225	227
	State	2589	13653	22127
Total Credentials Earned	School	*	*	*
	Division	741	861	1065
	State	36719	51192	67035
Students Earning One or More Credentials	School	*	*	*
	Division	616	686	936
	State	30613	42218	56904
CTE Completers	School	*	*	*
	Division	642	816	594
	State	41329	41677	40761
Key: < = A group below state definition for personally identifiable results				
- = No data for group				
* = Data not yet available				

Percentage of Core Academic Classes Taught by Teachers Not Meeting the Federal Definition of Highly Qualified

Virginia recognizes the importance of teacher quality in raising student achievement. This table provides the percentage of core academic classes taught by teachers teaching outside of their area of endorsement.

Percentage of Core Academic Classes Taught by Teachers Not Meeting the Federal Definition of Highly Qualified			
School type	2010-2011	2011-2012	2012-2013
School			
This school	-	-	0
Division			
All Schools	0	4	2
High Poverty	0	4	3
State			
All Schools	1	2	1
High Poverty	1	3	2
Low Poverty	0	1	1
Notes:			
- High poverty means schools in the top quartile of poverty in the state.			
- Low poverty means schools in the bottom quartile of poverty in the state.			
- NCLB defines core academic subjects as: English, reading or language arts, mathematics,			
science, foreign languages, civics and government, economics, art, history and geography.			
Key: < = A group below state definition for personally identifiable results			
- = No data for group			
* = Data not yet available			

Provisionally Licensed Teachers

This table reports the percentage of teachers teaching with provisional or provisional special education credentials.

Provisionally Licensed Teachers			
Credential type	2010-2011	2011-2012	2012-2013
Division			
Provisional	3	3	3
Provisional Special Education	1	1	1
State			
Provisional	4	4	5
Provisional Special Education	1	1	1
Key: < = A group below state definition for personally identifiable results			
- = No data for group			
* = Data not yet available			

Teacher Education Attainment

This table reports the percentage of teachers with bachelor's, master's, or doctorate degrees by highest degree earned.

Teacher Education Attainment			
Degree type	2010-2011	2011-2012	2012-2013
School			
Bachelor's Degree	39	-	27
Master's Degree	61	-	73
Doctoral Degree	0	-	0
Division			
Bachelor's Degree	40	45	41
Master's Degree	58	53	56
Doctoral Degree	1	1	1
State			
Bachelor's Degree	41	41	41
Master's Degree	57	56	56
Doctoral Degree	1	1	1
Key: < = A group below state definition for personally identifiable results			
- = No data for group			
* = Data not yet available			

School - School Safety

Virginia's accreditation standards require school report cards to include information about school safety. The Offense Categories that are listed are the same as the offense categories defined in the Safe Schools Information Resource (SSIR) available on the VDOE Web site.

School - School Safety			
Offense Category	2010-2011	2011-2012	2012-2013
Weapons Offenses	<	<	<
Offenses Against Student	<	<	<
Offenses Against Staff	<	<	<
Other Offenses Against Persons	35	24	19
Alcohol, Tobacco, and Other Drug Offenses	<	<	<
Property Offenses	<	<	<
Disorderly or Disruptive Behavior Offenses	<	<	<
Technology Offenses	<	<	<
All Other Offenses	<	<	<
Key: < = A group below state definition for personally identifiable results			
- = No data for group			
* = Data not yet available			